



2020-21 Phase Three: Professional Development Plan for
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2020-21 Phase Three: Professional Development Plan for Schools

Wurtland Elementary School
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The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to [704 KAR 3:035](#), which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

1. What is the school's mission?

Wurtland Elementary will provide every student a quality education in an environment that enhances student achievement in academic, social, cultural and personal skills; thus allowing them to become responsible citizens throughout life. The parents, staff, and community will work together to meet the individual needs of all students.

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#) (3), what are the school's **top two priorities** for professional development that support continuous improvement?

Based on our data from the previous two years, our top concerns relate to the areas of Math and Technology. Our data shows a trend of low scoring in the area of math. 30.1% of our students body scored in the area of novice on the math portion of the KPREP test in 2018/2019 and our current data shows that 37% of our students body scored in the 25th percentile or lower on the math portion of the Exact Path math diagnostic, our universal screener. Due to the current pandemic, COVID 19, our students are forced to learn from home through Non-Traditional Instruction (NTI). With this new way of educating students, our staff is forced to forge into the ways of teaching in a digital world. A major focus has been made to be as deliberate as possible in preparing and delivering effective technology based instruction on a daily basis.

3. How do the identified **top two priorities** of professional development relate to school goals?

The mission of our school is to provide every student a quality education in an environment that enhances student achievement in academic, social, cultural and personal skills; thus allowing them to become responsible citizens throughout life. The parents, staff, and community will work together to meet the individual needs of all students. Both top priorities relate to a quality education for our students and focus on the areas that hinder our students. Math has been a trending area of concern for our school and an areas of concern. With the situation of 2020 and the pandemic that is on-going, the priority of effective instruction through digital means is imperative to continuing our students growth.

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4a. For the first priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

1. A focus on math practices that are standards based and rigorous to meet the needs of our students. 2. Digital instruction that is based specifically to the learning path of our students and changes to the needs of the students as they progress. 3. RTI tools for Math based instruction.

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

Students will show growth in the area of Math as shown by our universal screener, Exact Path Diagnostic, and through the yearly K-PREP test. Growth will be indicated by the diagnostics. The practices and instruction will be geared to student need and intended to help with the growth of our students daily.

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

The indicator of success will be students showing growth in the area of Math and being on grade level in the area of Math as shown by the Exact Path Diagnostic and the K-PREP test.

4d. Who is the targeted audience for the professional development?

All staff members: Teachers, Instructional Aides, RTI aides

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Students, Teachers, Aides,

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Staff will be used to provide standards based instructional professional development on skill development. Funding for technology and implementation of the resources that are being used. Over the course of the year, staff will continue to be trained on resources that can be used to deliver effective instruction.

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Professional Learning Communities will continue to work with the resources and strategies in weekly meetings. On-gong implementation will be gauged and tracked through these PLC meetings with staff and administration and also through monthly faculty trainings.

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Evidence of implementation will be seen through weekly PLC meetings, monthly faculty meetings, and through student assessment data. Students take the Exact Path Diagnostic three times a year and the data will drive how our staff delivers instruction and how our RTI program works with students. The data will be pulled after each diagnostic is completed and student data meetings will take place to set goals for students and placement in the RTI program will take place at that time also. Grade level staff members will take part in the meetings with the administration to discuss the student data.

5a. For the second priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

Due to the current pandemic, COVID 19, our students are forced to learn from home through Non-Traditional Instruction (NTI). With this new way of educating students, our staff is forced to forge into the ways of teaching in a digital world. A major focus has been made to be as deliberate as possible in preparing and delivering effective technology based instruction on a daily basis. Deliberate focus will be made to effectively continue education at the highest level through distance learning and internet based instruction.

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

The intended result of the professional development is to provide students with effective instruction through non-traditional means. With the use of the distance learning strategies, the student outcomes are expected to be continued effective instruction and continued student growth in all areas of their education.

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Student growth in all areas is the expected outcome. The indicator of success will be tracking lessons that are posted for students online and the use of materials and resources that are used. Teachers and staff will be trained on many different resources and programs that can be used for effective instruction. Walk-throughs by administration will be used to monitor the lessons and gauge the effectiveness of the lessons.

5d. Who is the targeted audience for the professional development?

All school staff that takes part in instruction with students. Teachers, Aides, Itinerants, and RTI aides.

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Staff knowledge of resources and use of technology will be effected directly by the professional development. The students will be affected by the instruction that is developed by the teaching staff.

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Funding at the school level and at the district level will be needed to provide resources and programs for internet based instruction. The staff's knowledge of technology can be used to help provide professional development for areas that they have experience in. The beginning of the school year will be used to develop the instruction and on-going work will take place through the year to continue to work to provide effective instruction for our students.

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

On-going coaching throughout the year will be put in place to help staff with the development and implementation of non-traditional instruction. PLC's will be used to work with the staff and administration to continue to build knowledge in areas of need. Technology captains will be put in place for the school to ensure that all staff have the skills needed and on-going training can be provided.

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5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.



Student data will be collected from Google Classrooms weekly and walk-throughs will be conducted weekly. The data will be used in PLC and faculty meetings to

decide on the effectiveness of instruction throughout the year. Diagnostic data will be reviewed for student growth and discussed in meetings with faculty weekly.

6. Optional Extension: If your school has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Technology Mentor List	List of assigned Technology Mentors for the building	• 5g
 WES PD Plan 2020/2021	PD plan for our school.	• 3